



## Week 5: Reflections

### Part 1: Site-Based Decision-Making

At the campus level, site-based decision making (SBDM) is a collaborative effort among professional staff, parents, and community members to improve student achievement by addressing the outcomes of all students and determining goals and strategies to ensure improvement. Under state law, the Site-Based Decision-Making Committee establishes and reviews campus educational plans, goals, performance objectives, and major classroom instructional programs.

Prior to completing this assignment, you will conduct two interviews—one with a member of the Site-Based Decision-Making Committee at your selected campus and the other with the campus principal. Your interview questions should include: address:

Use the questions provided to guide your interview to increase your knowledge regarding the SBDM's functions and effectiveness.

- How is the role of the SBDM committee well communicated to faculty and staff? Give at least one example to support your answer.
- How are SBDM committee members selected?
- How often does the committee meet? Are meeting agendas provided before the meetings, and are minutes provided to all personnel after the meetings?
- What topics are typically addressed in the meeting agendas?
- Does the committee member you interviewed believe that he or she is providing valuable input and that the input is factored into the decision-making process? Give an example.
- Describe one issue the committee has been instrumental in resolving at your school.
- Describe the decision making models, consensus building, and conflict resolution strategies used by the committee.  
(i.e., consensus, nominal group process, or other decision-making models).
- What is your impression of the effectiveness of the committee in improving the school and student performance? Ask for examples of ways the committee has contributed to improved student and school performance.
- What is the process for insuring the resources designated in the campus plan are provided?
- What is the process currently used to develop the campus improvement plan?

## **Part 2: Next Steps**

As we stressed in this course, campus improvement is an ongoing, continuous process. When a campus receives its summative data reports, then the improvement cycle should begin again immediately.

In your second reflection, you will reflect on the action plan you developed earlier. Use the following scenario to think about your action plan and how you can move that plan to another level.

“Move forward in time to the end of the school year. Imagine that you and your staff implemented the action plan, which resulted in increased student performance on the latest Academic Excellence Indicator System (AEIS) reports. Your campus has moved a step closer to becoming Exemplary, and you want to maintain the momentum. What will you do now?”

### **Directions**

1. Record your reflection in the form of two 150-word essays.
2. Use the guiding questions in each section to stimulate your thinking and guide your writing.
3. Write reflectively instead of in a question-and-answer style, and follow the guidelines for writing listed in each section.
4. Be very specific in outlining your next steps. Use bullits.

## Rubric

Use this rubric to guide your work.

(ELCC 2.1a;2.2a,b,c;2.3a,b,c;3.1a;3.2 a,b;4.1a)

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Reflections	Completes both reflections assignment s using a minimum of 150 words in each reflection. Includes APA citations from the research and professional language. (10 points)	Completes both reflections assignment using fewer than 150 words in each reflection. Lacks citations from the research. (8 points)	Completes one reflection assignment using a minimum of 150 words. (7 points)	Did not submit reflection assignment. (0 points)
Responses and Mechanics	Responses are relevant to course content. Student adheres to APA stylistic guidelines. Writing is clear, concise, and well organized. Excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no errors in grammar, spelling, or punctuation. Points	Responses are relevant to course content. Student adheres mostly to APA stylistic guidelines. Writing is mostly clear, concise, and well organized. Good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are three or fewer errors in grammar, spelling, or punctuation.	Responses do not reflect knowledge of course content. Student adheres loosely to APA stylistic guidelines. Writing is unclear and/or disorganized. Weak sentence/paragraph construction. Thoughts are not expressed in a coherent and logical manner. There are four or more errors in grammar, spelling, or punctuation.	Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors. (0 points)

Discussion Board due dates and posting criteria	Posts a substantive response to each discussion prompt by the 4th day of each week (2 points), and responds to two colleagues in by the 7 <sup>th</sup> day @ 11:59 p.m. (1 point). Total = 3 points each week.	See first column.	(0 points)	(0 points)
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### Reflection One: Site-Based Decision-Making

Remember, this is a journal entry. However, as with any scholarly writing, you should use:

- citations from the research when applicable.
- professional writing protocols.
- professional language.

1. What important information did you obtain about site-based decision making from your interviews with the SBDM member? The campus principal?
  - What information from the interviews aligned with your understandings of site-based decision making?
  - What surprised you about the information that was shared?

Type your response in the space below.

I conducted the required interviews in the form of an email questionnaire. I sent one out the second week of class, then sent two others and a follow up to the first at the beginning of the fourth week of class. Everyone is busy with summer plans, I am glad I gave them extra time to answer questions. The answers from the teachers came back to me by Monday, July 2, 2011; however, the principal prefers an oral interview and wanted to wait until July 5<sup>th</sup>.

I was an establishing member of the SBDM committees in the late 90's and have witnessed a few changes in the original processes. For instance, the original meeting schedule was monthly; now it is four times per school year. Additionally, the original members volunteered or were nominated by the community and staff, not the administration. Campus information was gathered during monthly staff meetings and presented to the SBDM by staff representatives. The committees were performing as intended. Staff meetings have also dwindled down to an "as needed by the Principal" cycle, but usually at least 4 times a year.

The FCISD Principal, Christy Blocker is a very busy woman, but she likes the personal approach and requested we conduct the interview orally. Her answers matched those of the teachers interviewed from each campus. She maintains that her primary focus is to *always do what it takes to improve teaching and learning opportunities* on our campuses for all students

regardless of ethnicity, religion, or social issues- her chosen motto: **Learning for all whatever it takes**. Mrs. Blocker points out that since she has been principal, her campuses have improved and maintained their exemplary performance on statewide assessments even as our athletes have acquired a state football championship title, and advanced beyond regional in football, basketball, baseball, and track in most of the last five years and many of our top athletes earn honors on the All State Academic Sports teams in addition to their athletic honors. The example she sighted was the fifteen girls basketball team- all fifteen earned district academic honors. She does feel that the site based management committees provide a pipeline from the community and teachers to the school board providing information about community issues, community desires concerning the school district, and the momentum of the community spirit of the “**Beaver Nation**” to support the school and the students in academic and sporting activities 365 days a year. Mrs. Blocker sighted teacher pay raises when asked about the example of an issue that had recently come from the SBDM committees. She comments that, “Our school’s biggest most precious assets are our students, coupled with the community support and the community expectation of excellence in every academic and athletic endeavor...those expectations boil down to parental involvement not only on the field, but also at home where students are taught to put academics first and homework is taken very seriously.” Lost instructional and preparation hours cannot be recovered; therefore, classroom disruptions are kept to a minimum and campus meetings have been reduced to an as needed basis with a minimum of 2 meetings a year.

I interviewed Cathy Stolle, our third grade teacher and Debbie Wiatrek, our English/Drama Department Chair woman via email; their email interviews are included as attachments at the end of this homework assignment. These ladies completed their interviews via email at their own convenience without collaboration. They are founding members of the committees on their respective campuses and they have basically the same answers. According to both...Our committee members volunteer, then are approved by campus vote. Through email, informal discussions, and a minimal number of formal meetings, these delegates from each campus take “wish lists” to the site based decision making committees. The committees listen to the ideas and issues presented by the deisgnees, then votes to either send the requests to the school board, or get more information from the teachers. Both ladies feel their input has been valuable and resulted in changes on each campus. Most recently the addition of a nice basketball concession stand and combined high school restroom facility, the renovation of the concession stand and restrooms at the football stadium, sizeable teacher pay raise that will take effect in the 2012-2013 school year. Both ladies agree that open discussions with a majority vote is the most popular consensus building measure employed on each campus. Both interviewees felt the number of meetings and methods employed are sufficient to keep our campuses moving forward. I had forgotten the committees instigated the pay raises for our staff, we must all remember to thank them.

In all fairness, when decisions need to be made involving the student body as a whole, SBDM meetings are called. Community members are able to present their concerns. While the processes involved are not in strict adherence to Best Practices, they seem to work for our small rural community most of the time.

## Reflection Two: Next Steps

Remember, this is a journal entry. However, as with any scholarly writing, you should use:

- citations from the research in APA format.
- professional writing protocols.
- professional language.

- **Think about your action plan from the Application assignment. What have you learned in this course about the continuous campus improvement cycle that will dictate your next steps?**

- **What will be your next steps in the continuous improvement process? How will you carry the action plan forward and maintain momentum? Outline and reflect on your next steps in this process.**

Type your response in the space below.

In thinking about my action plan from the Application assignment, I think it will be important to provide evidence of the effectiveness or lack thereof that results from implementing the curriculum alignment process with the curriculum alignment database known as CSCOPE and the help, guidance, and evaluation skills of the Region Center's consulting staff. According to the Learning Point Associates, in their 2007 report entitled "Scientifically Based Research," as we examine the data produced in year one of this improvement plan, we should:

- *Use empirical methods*
- *Involve rigorous and adequate data analyses*
- *Rely on measurements or observational methods that provide reliable and valid data*
- *Use either an experimental or quasi-experimental design*
- *Allow for replicability*
- *Undergo expert scrutiny*

According to Elmore and City's 2007 article published in Volume 23, Number 3 edition of the Harvard Education Letter,

*As schools improve, three different but related processes are occurring. First, the level of knowledge and skill that teachers and administrators bringing to the work of instructional practice is increasing. Second, teaching is moving from individual to collective activity, and internal accountability—the level of agreement and alignment across classrooms around powerful pieces is increasing. Finally the school is aligning its organizational resources around support for instructional improvement.*

Since the scores indicate improvement occurred, but not quite the level we had hoped to achieve, we need to spend more time disaggregating data and examining instructional processes. In a school the size of ours, a poor performance by one student can genuinely ruin otherwise exemplary performance for a campus. In addition to assessment results about each group, it is time to take a more granular look at the individual performances of the students that compose the special needs groups and the ELL groups. One last piece will be the creation and

use of a painless formative walkthrough assessment application that provides space to describe good practices as well as those that need improvement.

In reflecting on the next steps to improve this situation, it seems it would be time to document the types of problems and related concepts that were missed, then compare these to the full class to determine coincidental similarities. I think I would then have the teacher examine his/her lesson plans and classroom formative assessments and benchmarks to determine whether the whole class or just this student might have had issues with this type of question. Questions I would ask might include, *Did the teacher follow the CScope lesson plan or improvise? If he/she improvised, how much improvisation occurred? Was the required TEKS, concept taught?* If it is obvious the teacher deviated from CSCOPE, then I will need to make a strong recommendation to the teacher to adopt the lesson in its entirety, perhaps even issue a directive to stick strictly to the sample lesson(s) next year. If the concept was covered, then I will need to contact campus curriculum experts, ESC3 curriculum experts, and other outside resources to establish a brainstorming session with the teacher (can be online doesn't have to be in-person) to determine what supplemental and/or process information can be provided to "teach" the student(s) how to correct past errors of this nature before 9<sup>th</sup> grade assessments occur. These solutions should be built into the teacher(s)' lessons for the upcoming year. If it is a presentation or language issue that can be copied generally to "fix" the problem in multiple classes, share with the staff (summer pre-service) so they may duplicate pertinent processes and/or compensational methods for this student(s) group. Finally, evaluate CScope and associated implementation training, determine whether or not stricter utilization guidelines are in order; set the course of training and benchmark assessments for the upcoming year.

According to Elmore and City, "The discipline of school improvement lies in developing strong internal processes for self-monitoring and reflection." (3). In order to carry the action plan forward and maintain the improvement momentum, I will discuss the analysis of the effectiveness of the CSCOPE rollout with the staff on the first day of inservice including an equal mix of positive/negative lessons learned from the current year's data using a tool similar to the "Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement", and the "Reflection Guide" provided in the article, "How to Survive Data Overload", written by Ronald Thomas and published in *Principal and Learning* in October of 2006. These tools will insure the analysis will highlight each problem area and the proposed solution to "fix" the straggler(s) lingering problem areas. I will take extra time to highlight Best Practice lessons witnessed during walkthroughs by teachers utilizing CScope and other creative lessons.

#### Works Cited:

- \*Elmore, R. F., & City, E. A. (2007). The road to school improvement. *Harvard Education Letter*, 23(3), 1-3. Retrieved from <http://https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028>, June 25, 2012.
- \*Thomas, R. S. (2006). How to survive data overload. *Principal Leadership*, 7(2), 39-42., retrieved from: [https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028](http://https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028), June 25, 2012.
- Learning Point Associates. (n. d.). *Quick key series 7: Understanding the NCLB Act: Scientifically based research*. Retrieved from: [https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028](http://https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028), July 3, 2012.



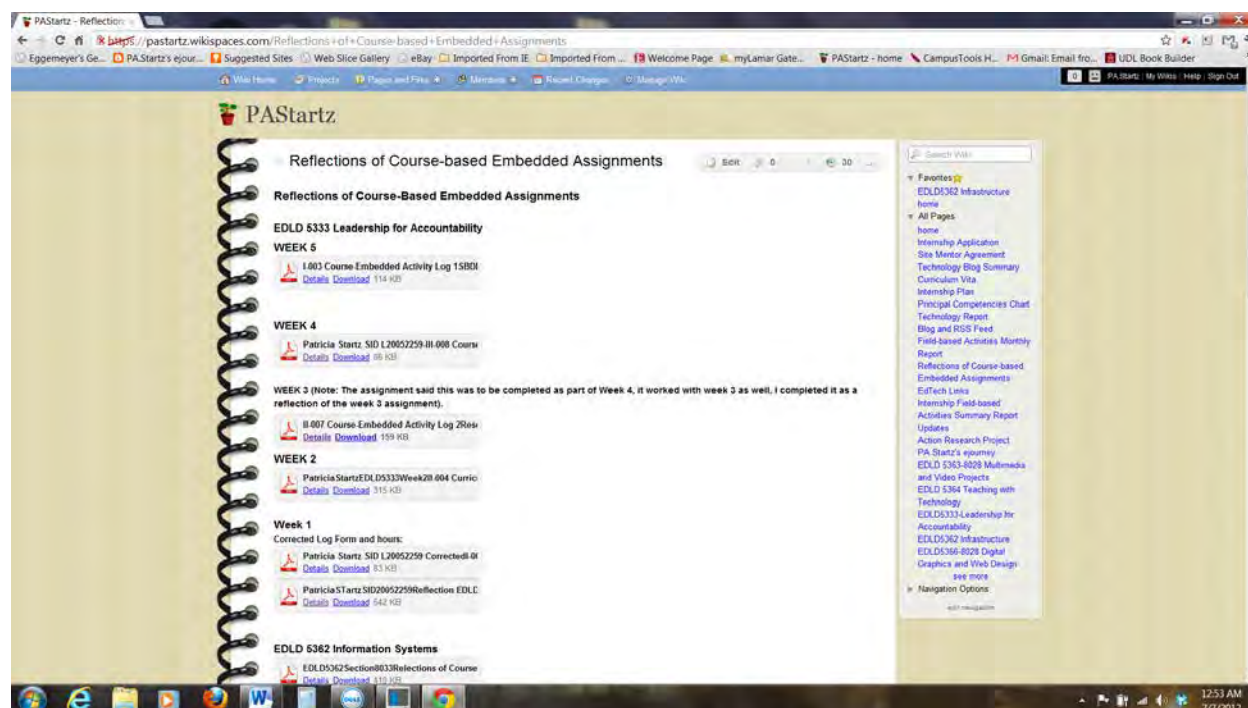
### Internship assignments:

**At the end of this course, you should have completed the following Course-Embedded Internship reflections aligned with the assignments in this course:**

- I-001 Vision and Campus Culture” (5 course-embedded internship hours credit)
- II-004 Curriculum, Measurement, and Alignment of Resources” (5 hours credit)
- II-007 Decision Making and Problem Solving” (5 hours credit)
- III-008 Budgeting, Resources Allocation, and Financial Management” (5 hours credit)
- I-003 Integrity and Ethics“ (5 hours credit) My paperwork says 7 hours.

Record the reflections using the method you have been using throughout the program. All course-embedded and campus-supervised reflections should be completed prior to the final course.

I-003 and all other required logs for this course have been posted.







## Week 5: Part 3-Technology Assignment

### Overview of technology assignment

The Texas Education Agency (TEA) as well as all other state departments of education, has been required to report on the progress of districts receiving funds from No Child Left Behind, Title II, Part D as of January 2002. Title II, Part D reporting requirements for NCLB have been documented as a part of the Texas Campus STaR Chart. Title II, Part D - Enhancing Education Through Technology provides supplemental funds to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student in becoming technologically literate by the end of eighth grade. The program encourages the integration of technology resources and systems with teacher training and professional development to establish research-based instructional models.

The reporting requirements have been an essential part of the process for documenting progress to support continued technology funding. **As of 2008, additional data at the district level is requested for districts receiving Title II, Part D funds (formula and/or competitive). Districts receiving Title II Part D funding are required to report this additional data annually.** The NCLB Technology Reporting System is used to collect the additional data for these Title II Part D federal reporting requirements.

In addition to federal law, Texas law mandates that the Texas Campus STaR Chart be used to evaluate a campus' progress toward meeting the goals of the Texas Long-Range Plan for Technology. The chart can also be used for technology planning, budgeting for resources, and evaluation of progress in local technology projects.

The Texas Campus STaR Chart was developed around the four key domains of the Texas Long-Range Plan for Technology, 2006-2020: Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology. The STaR Chart is designed to help campuses determine their progress toward meeting both Long-Range Plan and district goals.

In this week's assignment, you will look at the 2010 progress report on the Texas Long-Range Plan, and the strengths and weaknesses of your campus as you examine and apply data from the Texas Campus STaR Chart (a technology data-gathering tool provided by the state). You will complete a three-year comparison of Texas Campus STaR Chart data from your campus with statewide summary data. The STaR chart will prove useful as you become an instructional leader.

### Technology Assignment : Review the 2010 Progress Report of the Texas Long Range Plan for Technology Campus STaR Chart Analysis

State law mandates that the Texas Campus STaR Chart be used to evaluate a campus' progress toward meeting the goals of the Long-Range Plan for Technology. The chart can also be used for technology planning, budgeting for resources, and evaluation of progress in local technology projects.

### Assignment:

The 2010 Long Range Plan for Technology progress report can be found in the Resource Section of EPIC.

1. Under "Teaching and Learning" choose one of the subtopics (ex: 21<sup>st</sup> century teaching and learning) and create a powerpoint presentation or prezi with at least 8 key points from this topic. **Save your presentation as a jpeg and insert it below. Instructions on how to save your presentation are in the Resource Section of EPIC.**
2. Access the Texas Campus STaR Chart by entering the following address in your web address bar: <http://starchart.epsilen.com/>
3. Click on "Texas Campus STaR Chart," and read the document to review STaR Chart scoring.
4. Go back to : <http://starchart.epsilen.com/> Click on "Statewide Summary Data." Click on the most recent year's Summary Statistics. Print out the Statewide Data Summary.
5. Go back to : <http://starchart.epsilen.com/> Click "Campus Data Search." Choose the year from the drop-down box. Then type in the name of your selected district (without "ISD"). For example, for Beaumont ISD, you would only type in Beaumont. Do not type in a campus. Click "Simple Search." A list of campuses in your district will appear.
6. Click on your selected campus, and the STaR chart will appear.
7. **Print out the most current three years** of STaR Charts for your selected campus.
  - Analyze the data, fill out the chart below, and answer the questions provided.

**Insert Teaching and Learning Presentation Below:**

**Note....I made a full blown presentation as I did not quite understand your instructions.**

<p><b>EDLD 5333 Week 5 Teaching &amp; Learning Presentation</b></p> <p>Texas 2010 Long Range Plan for Development Summary Findings for Teaching and Learning. By Patricia Startz EDLD 5333:8037 July 9, 2012</p>	<p>Status of Teaching and Learning: Result of Positive Impacts of:</p> <ul style="list-style-type: none"><li>• Key Legislation</li><li>• Grant funding</li><li>• Educational Technology Programs</li></ul>
<p>21<sup>st</sup> Century Tools Available in Today's Classrooms facilitate teaching and learning with interactive access to:</p> <p>Digitally stored information of all kinds</p> <ul style="list-style-type: none"><li>- Music            -Applications   -Articles</li><li>- Movies        -eBooks        -Instruction</li><li>- Current research in every discipline.</li></ul>	<p><b>There's More....</b></p> <ul style="list-style-type: none"><li>• Online Courses for students -Credit Acquisition including Dual Credit -Credit Recovery</li><li>• Online Professional Development for Teachers</li><li>• State of the art proven lesson plans for technology integrated lessons</li><li>• Learning communities for Administrators, Teachers, Students, and even Parents...</li></ul>
<p><b>State Funded Online Resources</b></p> <ul style="list-style-type: none"><li>• No teacher for a course – NO PROBLEM TxVsn – provides state of the art TEKS aligned for credit, credit recovery, and dual credit coursework for Texas high school students.</li><li>• Project Share providing Professional Development, exemplary lessons in Core subjects to STAAR assessment Standards.</li><li>• K-12 guaranteed safe research articles</li><li>• K-6 Online Technology Applications programs</li></ul>	<p><b>Open Source Classroom Resources</b></p> <ul style="list-style-type: none"><li>• Teacher Tube</li><li>• School Tube</li><li>• iTunesU.edu</li><li>• Almost any open source site</li><li>• Some Facebook sites</li><li>• Google Sites, Google School Resources</li><li>• Many, many more only limited by CIPA filtering to ensure access to appropriate sites.</li></ul>

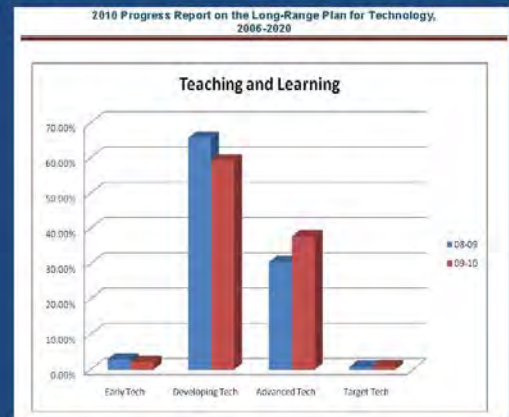


## How is Technology Integration into Teaching and Learning measured by the Texas?

The Star Chart which measures a Teacher's:

- 1) Patterns of Classroom Use
- 2) Frequency/Design of Instructional Setting
- 3) Content Area Connections
- 4) Technology Application (TA) TEKS Implementation.
- 5) Student Master of Technology Applications
- 6) Online Learning

## 2010 Texas Technology Integration Patterns



## FCISD Teachers Star Chart Ratings

The screenshot displays three 'Texas Campus Star Chart Summary' reports for FCISD. Each report includes a table with columns for various technology integration metrics (e.g., Early Tech, Developing Tech, Advanced Tech, Target Tech) and rows for different categories (e.g., Teacher, Student, Parent). The reports are for the years 2008-2009, 2009-2010, and 2010-2011.

## What does an Advanced Tech Rating in Teaching and Learning Mean?

- Teacher still functions as instructional leader;
- Students work with classmates and remote peers using digital data to problem solve;
- Technology integrated into TEKS in support of acquisition of higher order thinking skills;
- Tech. Apps TEKS met K-8, offer and teach 4 tech apps courses at High School.
- FCISD ranked itself among 37.8% of Texas Teachers ranking themselves in this group.

## Resources

2010 Progress Report on 2006 – 2020 Long Range Plan for Technology, 1-12, copyright Texas Education Agency, Retrieved from: <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147490399&libID=2147490397>, June 25, 2012.

FCISD 2011 – 2008 Chart Reports retrieved from: <http://starchart2.epsilen.com/> June 25, 2012.

School District: 128904 Campus: 001				
Summary Area	Key Area Totals		Key Area STaR Classifications	Trends
Teaching & Learning	2011-12	16	2011-12 Adv.Tech	Fairly stable holding pattern.
	2010-11:	15	2010-11: Adv.Tech	
	2009-10:	16	2009-10: Adv.Tech	
Educator Preparation & Development	2011-12	15	2011-12: Adv.Tech	Fairly stable holding pattern.
	2010-11:	16	2010-11: Adv.Tech:	
	2009-10::	14	2009-10:Dev.Tech	
Leadership, Administration, & Instructional Support	2011-12	17	2011-12: Adv.Tech	Fairly stable holding pattern.
	2010-11:	18	2010-11: Adv.Tech:	
	2009-10:	19	2009-10: Adv.Tech:	
Infrastructure for Technology	2011-12	20	2011-12: Target Tech	Fairly stable holding pattern.
	2010-11:	16	2010-11: Adv.Tech	
	2009-10:	19	2009-10: Adv.Tech:	

- 1) What did the STaR Chart show as your campus' greatest strength? Do you agree with that assessment? Explain.

According to the StarChart, the campus's greatest strength is it's infrastructure, although in every area, there is room fro improvement to the next level. In order for our campuses to maintain exemplary performance, we must have exemplary teachers. Teachers who happen to be very modest and very busy. We have not had time to discuss the rating process in recent years, many are using interactive response devices, internet resources in daily lessons, creating custom lessons and presentations for their students. I do not think they rank their skills high enough, if they did, they would probably rank equal to or higher than Infrastructure.

- 2) What did the STaR Chart show as your campus' greatest weakness? Do you agree with that assessment? Explain.

The weakest area is Educator Preparation and Development. Yes, we do not have time for frequent professional development. Whole group meetings at the beginning of the year have been demonstrated to be the worst choice in every venue in which they have been discussed.

- 3) In an online learning community interaction, which STaR Chart area would you choose to introduce to the other members? What data supports your choice?

I am not sure I understand what you mean. If you mean, for which area would I attempt to create a Best Practices list and brag. The numbers dictate Infrastructure for Technology or Leadership would edge out Leadership, Administration, & Instructional Support by .33. The district has worked hard to provide state of the art equipment to support all the other categories in a fluid unobtrusive manner. The numbers indicate that teachers recognize this fact, even in the face of the limited bandwidth and funds to continue to grow the network to meet the more modern demands of the everchanging technologies available to improve teaching and learning.

### Rubric

- Use the following Rubric to guide your work on the Week 5 Technology Assignment.

Tasks	Accomplished The evidence suggests that the educator is ready to mentor others in this area.	Proficient The evidence suggests that performance on this work matches that of a strong educator.	Needs Improvement The evidence suggests that the educator needs improvement in this area.	Not Meeting Expectations The evidence does not yet make the case for the educator being proficient at this task.
2010 Progress Report	<p>Candidate reviews the Texas Long Range for Technology 2010 Progress Report, Teaching and Learning key area:</p> <ul style="list-style-type: none"> <li>creates a presentation of the summary with 8 key points,</li> <li>inserts the presentation into the assignment template.</li> </ul> <p>(10 points)</p>	<p>Candidate reviews the Texas Long Range for Technology 2010 Progress Report, Teaching and Learning key area:</p> <ul style="list-style-type: none"> <li>creates a presentation of the summary with 6 key points,</li> <li>inserts the presentation into the assignment template.</li> </ul> <p>(8points)</p>	<p>Candidate reviews the Texas Long Range for Technology 2010 Progress Report, Teaching and Learning key area:</p> <ul style="list-style-type: none"> <li>creates a presentation of the summary with 4 key points,</li> <li>inserts the presentation into the assignment template.</li> </ul> <p>(7 points)</p>	<p>Candidate reviews the Texas Long Range for Technology 2010 Progress Report, , creates a presentation of the summary with less than 4 key points, inserts the presentation into the assignment template.</p> <p>(0 points)</p>
Campus STaR Chart Analysis	<p>Student uses relevant STaR Chart information to to complete chart in all four key areas</p> <p>Student comprehensively responds to all four questions.</p> <p>(10 points)</p>	<p>Student uses relevant STaR Chart information to to complete chart in three of the four key areas</p> <p>.</p> <p>Student provides a brief analysis of campus technology strengths and weaknesses.</p> <p>(8 points)</p>	<p>Student uses relevant STaR Chart information to to complete chart in two of the four key areas</p> <p>Student does not respond to all questions.</p> <p>(7 points)</p>	<p>Student does not complete the chart provided.</p> <p>Student does not respond to the questions.</p> <p>(0 points)</p>



**EDLD 5333:8037 Course Reflection:**

In preparing to compose the course summary for EDLD 5333, I reread the course syllabus and some of the articles provided as readings for the course. It has been a very busy five weeks, without quoting the syllabus verbatim, let it suffice to say that the activities completed within the course gave us hands-on opportunities to not only analyze AEIS reports, STAR chart reports, technology plans and campus improvement plans, but to also try our hand at determining what the data was telling us and creating reactive plans to “fix” what appears to be broken.

In week 1, we were reminded of the essential and primary piece of the process, **Vision**, with the December 2007 article, **The Importance of Visions For Schools and School Improvement**, retrieved June 4, 2012, from: <https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028> In quoting my Embedded assignment, I reiterate that it reminded me of a very dynamic superintendent's belief in the Covey way... ie, a purpose driven life. The article demonstrates the relevance of purpose and vision in school planning.

In week 2, we reviewed our local campus AEIS reports, analyzing the disaggregated data to locate performance gaps among students. I noted that the 8<sup>th</sup> grade mathematics and science scores for ELL and special education student groups were the weakest performing groups; however, their performances were still above STATE Recommended standards. The concern is that with the implementation of the STAAR statewide assessments, assessments known to be more rigorous, these students groups will not be able to meet the challenge without additional help. Campus Administrators and teachers brainstormed after the STAAR raw results came back and determined that a definitive course of action is necessary to bridge learning gaps for all. To that end the district will be implementing CSCOPE curriculum alignment tools. In order to accomplish this we had to evaluate the data, the staff, and the budget, then request monies to budgeted for the upcoming school year to cover extra hours for CSCOPE training, peer tutorials, and student tutorials in order to get the full benefit from the program. Working through similar processes during this course has tied the two experiences together and made it more real.

Although I have not quoted the articles directly, both Ellen Delisio's article, **Seeing the Benefits of Aligned Curriculum** and the July 2004 article, **The Benefits of Curriculum Alignment: Essentials on education data and analysis from research authority AEL**, retrieved from: <http://www.districtadministration.com/article/benefits-curriculum-alignment>, June 22, 2012 gave me the confidence that

Working through the assignments regarding action planning and development of a segment of an improvement plan to address the implementation of our “fix” was a true to life experience. The readings, from Ellen Delisio's article, **Seeing the Benefits of Aligned Curriculum** and the July 2004 article, **The Benefits of Curriculum Alignment: Essentials on education data and analysis from research authority AEL**, retrieved from: <http://www.districtadministration.com/article/benefits-curriculum-alignment>, June 22, 2012 gave me the confidence to say that I believe our district is on the right track with the Curriculum Alignment Tool CSCOPE. The administration is still determining at what level of rigor they want it deployed, but at least we are making a proactive attempt to improve the teaching and learning skills and content in order to meet the challenges of the new more rigorous statewide STAAR assessments. Additional readings provided background information with tips to help us learn the types of items to place as Goals and Objectives and will certainly be put to good use as I pull our committees together to begin reviewing, editing, and calculating the three year budget for the Technology Plan and for the annual Campus Improvement Plan reviews in the 2012-2013 school

**Patricia Startz: EDLD 5333:8037 Leadership for Accountability**

year. I am very pleased that I am learning and improving on existing skills in a time frame that will let me put my knowledge right to work this fall.

I enjoyed the course.

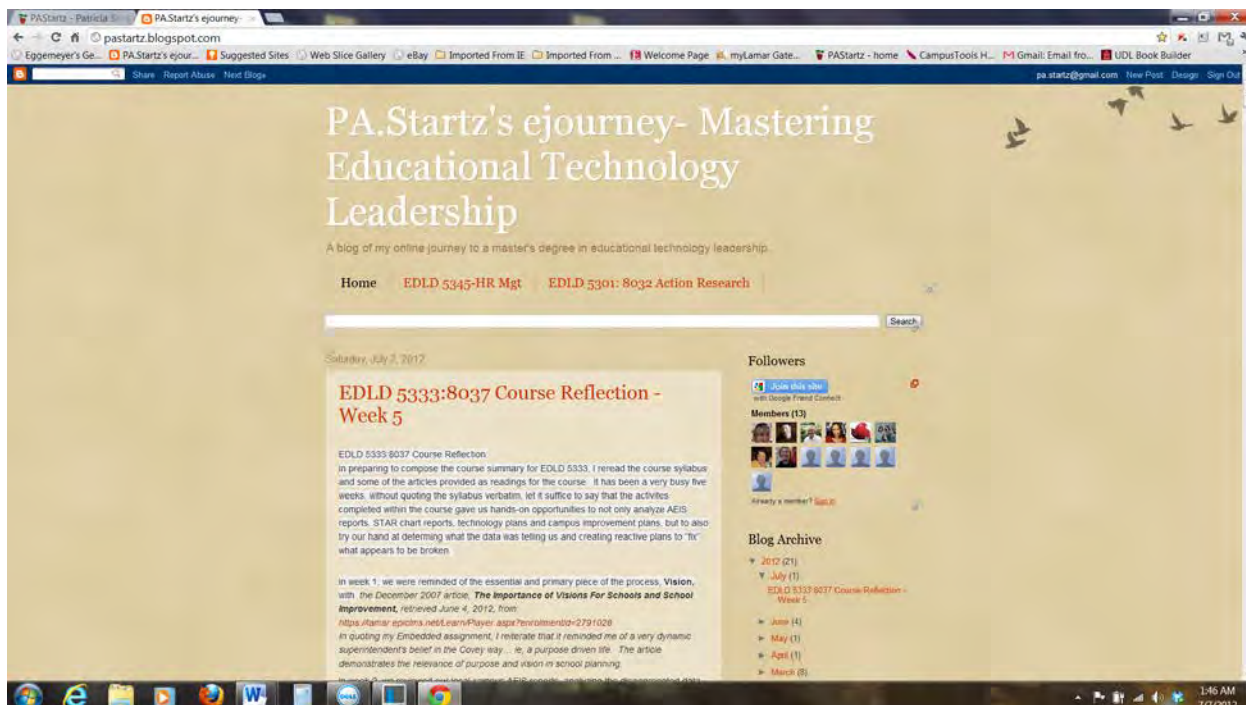
**Resources:**

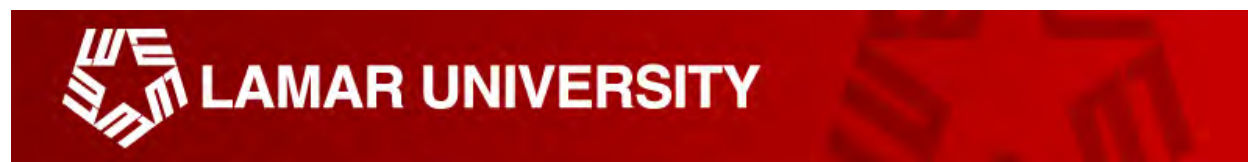
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Delisio, Ellen, no date, ***Seeing The Benefits of Aligned Curriculum***, retrieved from: [http://www.educationworld.com/a\\_issues/nclbwork/nclbwork053.shtml](http://www.educationworld.com/a_issues/nclbwork/nclbwork053.shtml) June 22, 2012.

No Author, (2004,July), ***The Benefits of Curriculum Alignment: Essentials on education data and analysis from research authority AEL***, retrieved from: <http://www.districtadministration.com/article/benefits-curriculum-alignment>, June 22, 2012.





## I-003 Integrity and Ethics

### Course-Embedded Internship Log - 1

Course Number: <i>EDLD 5333: Leadership for Accountability</i>		Place of Activity  Falls City ISD, Falls City, Tx	Time Spent on Activity  <i>7 hours</i>
Description of the Activity	<i>Students attend a Site-Based Decision-Making (SBDM) meeting, record reflections, and <b>interview the principal and one other staff member regarding collaboration, consensus-building strategies, ethical relationships, typical agenda items, etc.</b></i>		
Personal Reflection/Learning: Focus reflection on the leadership skill. (Minimum of 150 Words)	<p>I attended the final SBDM of the year in March 2012. It was well organized fast paced meeting held prior to the monthly school board meeting. Agenda items were discussed, STAAR preparations and expectations, and the technology responsible use policies were among the agenda items. Community Member Gene Lake made a motion to request the school board increase teacher salaries to retain and attract talented teachers. The 30 minute meeting was adjourned in order to allow members to attend the school board meeting.</p> <p>In reflecting on the process: it was short, but necessary business was accomplished. Early meetings when we had much to do did take longer; however, over time, the process has become very efficient in order to accommodate the very busy schedules of everyone involved. When lengthy documents are to be discussed, for example, the campus improvement plans or the technology plan, committee members review them in advance. Meeting discussions center on the changes needed, approval or disapproval in form and then the final version. Social discussions take place before or afterwards. The effect is a very short, but to the point meeting that effectively accomplishes its purpose.</p> <p>Over the years, the topics discussed have varied. These committees have collaborated and provided input, including the guiding vision for the initial campus improvement plans, technology plans, Technology Infrastructure Fund Board Grants, a construction grant for a new elementary, the early implementation of video conferenced dual credit courses in high school curriculum, a new roof, updated restroom facilities, etc. I am proud to say that I have been very active in many of these initiatives over the years.</p> <p>After much thought, I cannot think of any ethical issues raised that required the committees' input. The suggested interview questions did not include ethics questions, so none were asked of the interviewees.</p> <p>Attachments for the Interviews.</p>		

Let me know when you are ready to discuss I made some notes: Add or correct.

How is the role of the SBDM committee well communicated to faculty and staff?

Give at least one example to support your answer. - Faculty mtg / memos

- How are SBDM committee members selected?

Volunteer / Nominated Voted on by Campus.

- How often does the committee meet? <sup>2 times/semester or as needed</sup> Are meeting agendas provided before the meetings, and are minutes provided to all personnel after the meetings? <sup>1X every semester</sup> Yes - Agendas

- What topics are typically addressed in the meeting agendas?

Schedules - Tech. Plans - Discipline Policies? Title I  
Calendars - Facilities improvements Curriculum Special Programs  
Campus Imp. Plans Building Policies Networks/Computers

- Does the committee member you interviewed believe that he or she is providing valuable input and that the input is factored into the decision-making process?

Give an example. Yes they do. Teacher Pay raises.  
Improved Restrooms, Concession stands,  
Remodeling H.S. Teacher lounge.

- Describe one issue the committee has been instrumental in resolving at your school.

Teacher pay raises

- Describe the decision making models, consensus building, and conflict resolution strategies used by the committee.  
(i.e., consensus, nominal group process, or other decision-making models).

Consensus

- What is your impression of the effectiveness of the committee in improving the school and student performance? The committee is very effective.

In what ways the committee has contributed to improved student and school performance? Please provide at least one example. <sup>Statewide Assessment</sup> They reviewed statistics, determined <sup>needed to be instituted to provide gap information prior to statewide assessments,</sup> focused instruction & after school tutorials provided to close learning gaps, Assessment scores have maintained at exemplary for <sup>years.</sup>

- What is the process for insuring the resources designated in the campus plan are provided? Lead Teachers, Counselor, Principal, & Superintendent review the plan and insure necessary resources are included in the budget.

- What is the process currently used to develop the campus improvement plan? - Presented to Site Based. and onto school board.

(over)

Athletics/Academics <sup>or</sup> Would you say the two co-exist ~~equally~~ <sup>but make</sup>?  
As TAKS ↑ solid athletic performance? ~~Does~~ <sup>top</sup> FC Athletics ~~make~~ <sup>Does</sup>  
~~also have~~ All-district, Regional, State Academic teams? How does that  
work?

Is athletics a carrot for Academics or other way around?

NOTE: As exemplary performance on TAKS increased so has # of athletes  
→ earning All-district, regional, & state athletic academic teams honors.  
→ 1 State FB title and 3 Reg. FB titles

Basketball  $\begin{array}{r} \underline{1} \text{ SQF titles} \\ \underline{3} \text{ Reg} \\ \underline{2} \text{ QF} \\ \underline{1} \text{ - State-Semifinals} \\ - \end{array}$

Girls Basketball  
10-15  
Kids / team  
/ year

Track → State Track for the last 10 yrs.

## RE: Leadership for Accountability - Interview Questions.

Cathy Stolle

**Sent:** Saturday, June 30, 2012 12:24 PM

**To:** Patricia Startz

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Hope this helps. Sorry it took so long to do. I thought the oral one we did the other day was enough. I hope this helps and is not too vague. Have a great one.

Cathy L. Stolle  
Teacher  
Falls City Elementary  
830-254-3551 ext. 314

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**From:** Patricia Startz

**Sent:** Sunday, June 24, 2012 12:39 PM

**To:** Cathy Stolle

**Subject:** Leadership for Accountability - Interview Questions.

Cathy,

I need to interview you for my Leadership for Accountability Course.

The questions pertain to sitebased management processes.

These are the questions to be answered...

I would really appreciate your help with the completion of this assignment in a timely manner. I need to have them answered before July 8th. I can sit with you for a brief interview or you can answer here. Your answers will be part of the homework assignment I turn in.

*Thanks in Advance!*

- How is the role of the SBDM committee well communicated to faculty and staff? Give at least one example to support your answer.

The role of the SBDM committee was communicated to the staff when the process began, due to the lack of turn over in the district this is not reiterated each year. However the staff is reminded to follow up with these members before decisions such as tech/health/campus improvement plans are brought to the committee. Also before the calendars are brought to the committee to be discussed and then taken to the board for approval.

- How are SBDM committee members selected?

Staff committee members are selected usually during a faculty meeting. Volunteers are voted on by the staff. Community/business members are usually brainstormed during faculty meetings and then the names of several are given to the superintendent for her to contact to see if they would be willing to serve.

- How often does the committee meet? Are meeting agendas provided before the meetings, and are minutes provided to all personnel after the meetings?

Meetings are held several times a year. Usually before things need to go to the board. Agendas are given to members before the meeting and are available at the meeting. Minutes are usually given to superintendent to be posted on the website.

- What topics are typically addressed in the meeting agendas?

Usually the topics discussed are calendars, state mandated plans(health/improvement/tech, ect) Also special projects like renovations and other such improvements to our school. We are discuss financial funding and how we get some of our funding and what we must do to maintain or increase these.



- Does the committee member you interviewed believe that he or she is providing valuable input and that the input is factored into the decision-making process? Give an example.

I believe that my input does make a difference. After listening to staff members as well as other community members I try to bring a different perspective than other. Some times it is like playing the devil's advocate so that all different aspects are thought about so we can make an informed decision that is best for our school.

- Describe one issue the committee has been instrumental in resolving at your school.

One of the most recent things that the committee was instrumental in was the project of renovating the bathrooms of the concession stand. Many of the members put that on the top of the "wish list" that the committee had thought was a big need on the campus. The committee also created the agenda item for the school board of pay raises for the teachers in order to retain some of the more experienced staff that was topping out on the pay scale. The business and community members wanted to make sure that the surrounding districts that were paying more did not lure our staff away. Maintaining excellence in the classroom is a high priority for this district and community.

- Describe the decision making models, consensus building, and conflict resolution strategies used by the committee. (i.e., consensus, nominal group process, or other decision-making models).

Usually decisions are made through an open discussion forum -- this allows for all sides to be heard. Then a vote usually held for a consensus.

- What is your impression of the effectiveness of the committee in improving the school and student performance?

Overall I would say the effectiveness of this committee has a priority to improve the school and the student performance. Could we make more of an impact ...sure but with limited facilities and monies this is not always possible. I feel we do pretty good with what is available and always seem to make it work for the betterment of our kids and our school.

In what ways the committee has contributed to improved student and school performance? Please provide at least one example.

I feel that I have already answered this with some of the things that the committee has prioritized the "wish list" that we have and work to accomplish the items we can when we can due to funding and time.

- What is the process for insuring the resources designated in the campus plan are provided?

Not sure about this... I assume Mrs. Bettin handles this. She does report to the committee on what is available for what projects.

- What is the process currently used to develop the campus improvement plan?

We currently use the old plan and see what we have done and what still needs to be done. We add new resources and take out old ones. This is usually discussed in the meetings and adjusted from there.

*Patricia Startz, FCISD T.C*

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525 N. Nelson St.  
Falls City, Tx 78113  
830.254.3551, ext. 221  
830.254.3354  
[startzp@fcisd.net](mailto:startzp@fcisd.net)

RE:

**RE:**

Deborah Wiatrek

**Sent:** Monday, July 02, 2012 5:39 PM

**To:** Patricia Startz

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OK. Here is the rest.

Deborah Wiatrek  
English, Drama, & UIL Director/Teacher  
Falls City ISD  
PO Box 399  
Falls City, Tx 78113-0399

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From: Patricia Startz  
Sent: Thursday, June 28, 2012 8:06 AM  
To: Deborah Wiatrek  
Subject: RE:

Thank You!  
Patricia Startz, FCISD T.C  
P.O. Box 399;  
525 N. Nelson St.  
Falls City, Tx 78113  
830.254.3551, ext. 221  
830.254.3354  
startzp@fcisd.net

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From: Deborah Wiatrek  
Sent: Wednesday, June 27, 2012 5:53 PM  
To: Patricia Startz  
Subject: RE:

Here are the first ones - I'll get the others done as soon as I can - everyone is coming in now.

Deborah Wiatrek  
English, Drama, & UIL Director/Teacher  
Falls City ISD  
PO Box 399  
Falls City, Tx 78113-0399

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From: Patricia Startz  
Sent: Sunday, June 24, 2012 12:41 PM  
To: Deborah Wiatrek  
Subject:

Debbie,

I need to interview you for my Leadership for Accountability Course.

The questions pertain to sitebased management processes.

These are the questions to be answered...

I would really appreciate your help with the completion of this assignment in a timely manner. I need to have them answered before July 8th. I can sit with you for a brief interview or you can answer here. Your answers will be part of the homework assignment I turn in.

Please respond with your interview preference. In person or via email and/or whether or not you will be able to participate.

Thanks in Advance!

- How is the role of the SBDM committee well communicated to faculty and staff? Give at least one example to support your answer.

The role of the SBM is communicated in our school mainly through the superintendent. She sets the meetings and usually reports on the results of the meetings to the faculty. Example: The school calendar that is voted on by the SBM committee. After the meeting, she e-mails everyone with the results and reports to the school board.

- How are SBDM committee members selected?

We are elected by the faculty - sometimes it is just volunteer, but the faculty agrees. Community members are selected after discussion with the existing committee.

- How often does the committee meet? Are meeting agendas provided before the meetings, and are minutes provided to all personnel after the meetings? We meet at least four times a year, but sometimes more if there are special reasons.

- What topics are typically addressed in the meeting agendas?  
School policy, changes in rules, school calendar.

- Does the committee member you interviewed believe that he or she is providing valuable input and that the input is factored into the decision-making process? Give an example.

Yes. I have been on the committee for a long time and have actually had a great deal of input in the changes here at school. Lots of things are physical like the concession stand at the football field and air conditioning the gym and putting in a sound system. Others are not, like rules about absences and exemptions for final exams.

- Describe one issue the committee has been instrumental in resolving at your school.

Recently, with the new testing, we had to meet to discuss what to do with unsuccessful students. We decided to offer summer tutorials and allow students to re-take the exit exams to make better scores if they wanted to.

- Describe the decision making models, consensus building, and conflict resolution strategies used by the committee.

We try to work to consensus and are usually successful. When that fails, we hold group discussions with everyone allowed to discuss their ideas, then take a vote after listening to everyone.

(i.e., consensus, nominal group process, or other decision-making models).

RE:

- What is your impression of the effectiveness of the committee in improving the school and student performance?

We have a very successful school, but I can't say that the committee is the reason - we do keep students' needs at the forefront of our actions. In what ways the committee has contributed to improved student and school performance? Please provide at least one example.

We have worked to get overall national standardized testing for all 8th grade students. We are working to keep improving SAT and ACT test scores as well with computer programs and free web sites.

- What is the process for insuring the resources designated in the campus plan are provided? The school board budgets the money needed. We have not had real issues with any needs to far.

- What is the process currently used to develop the campus improvement plan? All teachers are asked for input. They report to their campus representatives on the committee who then present the ideas to the committee members. If it is deemed necessary, it is added to the plan. Each department is also asked to write a brief improvement plan to be submitted. We also review the last year's plan and add or subtract points as needed.

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